361 [167] After the war, this cleared land was further settled, with American encouragement, by families returning from abroad. This subdivision of Matsuda, a here-and-there settlement, is called "the clearing" (kaikon). Its houses are few and far apart, and with its isolated farmsteads is in contrast with the thickly settled cluster of a typical agricultural village.

5

Conservation

313 [647] In Matsuda, the preservation of the forest is constantly encouraged. This awareness, inspired by officials of the Ryukyuan Forestry Agency and its American advisors, reaches down to the school children. Before any burning is done, a permit must be secured. Fire lanes (bōkasen) are cut to prevent the spread of fire. These lanes are circular, and an area on the lee side is burned to prevent spread of the fire in the direction of the wind.

Fire Lane (bōkasen)

In addition to the fire protection, officials of the Ryukyu Forestry Agency and specialists in the American Civil Administration are trying to discourage overcutting (kanbatsu) which in this area has affected the most numerous species, the pine, the shii, and the Japanese redwood. Since clearcutting (kaibatsu) so easily leads to overcutting, the former practice is also being discouraged. The newer emphasis is on selective cutting (takubatsu).

[813] [647] [208] School children participate in forest conservation. The children attending high school at nearby Ginoza village take part in forest improvement. An active campaign for conservation and forest fire prevention could not begin immediately after the war. In the post-war confusion, it was not until about 1950, with the establishment of the Ryukyuan Forestry Agency, that active supervision on a central government level could be seriously instituted. On an island wide basis, posters and literature pointing to the dangers of forest fires have tried to bring this message to the Okinawans as well as to the Americans. The name of Saion has been used to tie the preservation of the Okinawan forests in with the history and traditions of the people. The famous "Smoky" appears on posters as well.

[727] In the Matsuda area, the recent periods of relaxation or loss of control, according to local residents, were (1) about 1940 when

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

During the primary and junior high school years, no exacting demands are made at home. Young girls after school strap the baby on their back and go out to play, or they may fetch water from the well, pond, or faucet, carrying it home in buckets hanging from a pole resting on their shoulders, or they may help in preparing the evening meal. Younger boys, 12 and over, help with feeding the pigs or run errands, but they have more leisure than the girls. There is night study at home, including practice on the abacus and reading to which the parents listen, correcting the errors. Formal education, for a large majority, ends with the completion of junior high school.

As children grow older, they continue in off hours to help around the home, help which follows the lines of the male and female division of labor of adulthood. This is not a strict division, as there are many areas in which both sexes do common chores. In the agricultural villages, girls continue to help around the home, carry water, and hoe in the sweet potato patches. In the fishing village, they also carry water, help with the laundry, and start helping the older women in selling and distributing fish. The boys work more in the paddies. In the fishing village, they may make trips to the sea, but as a rule, this does not begin until later.

For those who go to senior high school, there is a noticeable change from the earlier school experience. They enter at about 14 or 15 and remain in high school 3 years. It is a period of growing maturity, and the older they get the shyer they seem to become. Girl's hair is allowed to grow longer, perhaps to neck or shoulder length, less often in long braids, and the bangs remain. A big change takes place in the hair styles of the boys. The close clipped haircut is abandoned and the hair is allowed to grow long. Often it is not cut at all on the top, so that in two or three years, it has acquired considerable length.

The child who leaves school at the end of primary or junior high school is more quickly absorbed in the daily work life and traditional occupations of the family. The senior high school student has teaching, clerking, translating, or other white collar work in mind. The boy who leaves school earlier might drive a truck or a horse cart, or adopt the occupation of his father. This is likely to be a time killing period for those young men who live in the fishing village or whose families lack land.

6

Early Adulthood and the Engagement

In early adulthood and before marriage, a son of the house might be given a separate room or a small outlying shed which he fixes up for himself. The young girls, more and more, assume full time duties in the home, relieving the mother. Often the mother and her young daughter work together in the fields. These mature young girls also may take over the care of younger children. Young men from 17 on are

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

Courses of Study

872 During 1946 and 1947, primary schools (shotogakko) were established along lines of the old primary school, but with the Japanese nationalism and the emperor worship deleted. Beginning about April 1948, a new primary school system with six grades was instituted. Ideas of democracy were introduced to displace the Japanese ideal of the state.

The subjects (gakka) in this new primary school curriculum are: (1) Japanese, referred to as the "mother tongue (kokugo) or the "standard language" (futsu no go). This instruction includes the two Japanese syllabaries, hiragana and katakana and beginning instruction in Chinese characters (kanji). (2) Beginning English, (3) arithmetic and computation on the abacus, (4) a general introductory science course (rika), (5) an introductory social science course (shakkaika), including geography (chiri), history (rekishi), political science (seiji), and economics (keizai). The old ethics, duties, and obligations courses have been absorbed into the new social science course which also includes duties and obligations to one's family, friends, and associates, and the need for international friendship. During primary school, the subjects remain essentially the same with each year's courses increasing in difficulty.

In 1948, the three year junior high school (chūtogakko) was started. Two years were taken off the old primary course and one year added. In junior high school, some of the subjects become more specialized. Instruction in literature (bungaku) replaces the formal grammar of primary school. This course, which formerly emphasized Japanese literature, now includes selections from English, American, and world literature. A course in Ryukyuan history, hitherto untaught in the schools, has been added. All teaching is conducted in Japanese. There is no instruction in the Okinawan language, though it is still the language of the pre-school child and of social life and daily talk. In adult speech, there is an effortless switch from the one language to the other. Instruction in English 5 or 6 hours a week continues.

[191]

The present junior high school curriculum includes literature, social science, English, Okinawan history (in the 3rd year), algebra and geometry combined, music, general science, manual training, drawing, agriculture for the boys, and domestic science and sewing for the girls. There may be some instruction in carpentry and pottery making. Boys specialize in agriculture, girls in domestic science. Girls however receive some training in agriculture and boys in domestic science, mainly in cooking and mending.

873 There is a break between junior and senior high school (kōtōgakko). Entrance in senior high school is by examination, the severity of which seems to be governed by vacancies available. Senior high school is also a greater break from home life. The schools are fewer. In

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

873 [368]

Hanashiro the children take the short walk to primary and junior high school at Oushichan village; for senior high school they go to Chinen, 5 or 6 miles away. Most of them walk. Matsuda has an elementary school with the junior and senior high schools at Ginoza village, about 1 1/2 miles away. In senior high school, there is more specialization. The general science course is divided into physics (butsuri), chemistry (kagaku), and biology (seibutsu). Mathematics is split up into geometry (kika) and algebra (daitsu). There is further instruction in agriculture for the boys, some for the girls. The girls continue with domestic science, including sewing.

In the secondary schools, vocational education is well represented in the curriculum. The courses are planned as a preparation for the type of work students will do as adults in a village. The instructors seem competent although the subject matter does not include modern advances. There should not, in my opinion, be a further growth in vocational at the expense of general education, except after careful study of long term requirements. The great masses of people will continue to depend on agriculture, forestry, and to some extent on fishing for their existence, and vocational education should be built around a recognition of these facts. It should concentrate on supplying new knowledge related to these main fields. [875] 114

New technical skills that we desire to develop should be governed by these considerations: (1) the improvement of agriculture, forestry, and fishing. (2) The long range plans of the military and civil administration and the skills they will require. (3) New skills that will be needed with any development of foreign trade or of local industrialization.

Vocational education also should be developed along lines consistent with the type of professional training we are prepared to encourage. If biologists, botanists, agriculturalists, soil scientists, foresters, statisticians, social scientists are being trained, vocational and technical education should also follow along these general lines to create a source both of initial interest and of possible technicians to assist the professional workers. This would also apply to the public health fields, such as nurses' aides, midwives, laboratory technicians.

871 [562] [875]

The distinguishing feature of the new education (shinkyoiku) is the introduction of democratic ideas (minshushugi). The status of girl students and of women teachers has also changed. Before the war, the children were taught in the same room, but the boys and girls were separated. Now there is no segregation. Women teachers' salaries, formerly about 20% less than the mens', are now the same.

3

Schools and the Teacher

358

There is much more to a school day than actual instruction. The

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
Taira

sometimes a chart indicating their birthdays. There are also exhibits of students' drawings, which enliven the simple rooms. Each classroom has at least one blackboard built into the wall. By withdrawing removable walls in the new building, individual rooms can be converted into one large auditorium with a small stage for special occasions.

The personal equipment carried by students, other than books, consists of notebooks, pencils, a ruler, abacus, and, for those who can afford it, crayons and drawing paper. Sports equipment is also scanty, and replacement budgets are too low to remedy the situation. Students bring their own tools for garden and agricultural work as well as for work on the school grounds.

The teachers' room has desks for each teacher and the principal and a large table in the center for meetings. A small corner is reserved for a kerosene stove to prepare tea. There are also two cots for the teacher who remains on duty as night watchmen or for a child who feels ill during school hours. No privacy is provided for teachers, since students enter the room on any pretext or crowd around the windows if something attracts their curiosity.

Upkeep of the school is the responsibility of teachers and students; the only paid help is a girl who acts as janitor, nurse, and servant. The students, supervised by their teachers, tidy up classrooms after school, scrub walls and floors at regular intervals, take care of the hallway, cut grass, and weeds, and clear ditches on the school grounds. When school repairs are needed, teachers and parents help if no specialist's work is needed, as in repairing the thatch roof of temporary buildings.

The present school system, although under American supervision, follows the Japanese pattern. A six-year elementary school education and three years of junior high school are compulsory. After graduation at about the age of 15, students can enter high school if they choose and can qualify by passing the extremely rigid entrance examinations, which eliminate a considerable number of applicants. High school students have to move to Ogimi in a nearby township where they room and board while attending school.

The curriculum in the Okinawan schools is on the whole similar to that in Japan. Japanese language continues to be the medium, and textbooks, as well as other school materials, are purchased from Japan. Children therefore continue to be familiarized with the culture of Japan as were their parents in the days before American administration. A number of changes have taken place since that time, however. Since the Ryukyus are at present under an independent administration, all symbols and paraphernalia pertaining to the Japanese Imperial House and to the Japanese nation have been removed from the schools.